

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
TOTAL	



General Certificate of Secondary Education
Higher Tier
June 2015

Geography (Specification B)

90352H

H

Unit 2 Hostile world and Investigating the shrinking world

Wednesday 3 June 2015 1.30 pm to 3.00 pm

For this paper you must have:

- the insert (enclosed)
 - a ruler.
- You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen. You may use pencil for maps, diagrams and graphs.
- Fill in the boxes at the top of this page.
- Answer **two** questions: **one** question from Section A and **one** question from Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Use case studies to support your answers where appropriate.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 86.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in questions 1(g), 2(f), 3(e) and 4(e). The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown below the mark allocation for each question.



J U N 1 5 9 0 3 5 2 H 0 1

G/T/111144/Jun15/E6

90352H

Section A – Hostile world

Answer **one** question from Section A, **either** Question 1 **or** Question 2.

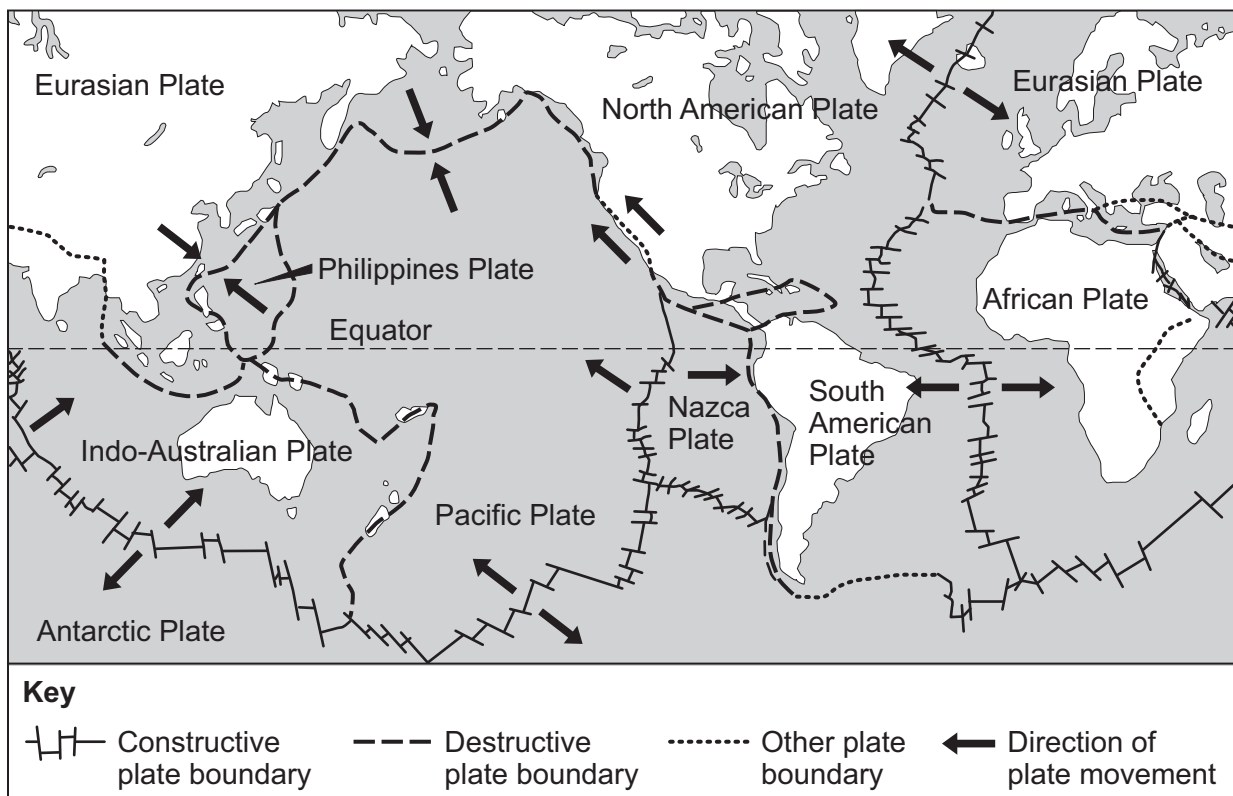
Use case studies to support your answers where appropriate.

Total for this question: 43 marks

Living with natural hazards

- 1 Study **Figure 1**. **Figure 1** shows the locations of plate boundaries.

Figure 1



1 (a) With the help of **Figure 1**, describe the distribution of plate boundaries.

[3 marks]

.....

.....

.....

.....

.....

.....

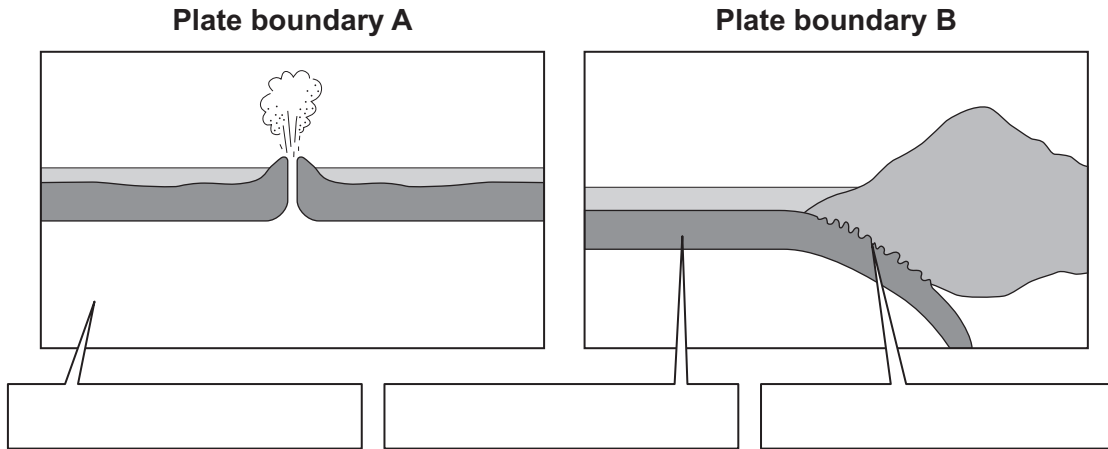
Question 1 continues on the next page

Turn over ►



1 (b) Study Figure 2. Figure 2 shows two types of plate boundary.

Figure 2



1 (b) (i) Add the following labels to the correct boxes in Figure 2.

[2 marks]

oceanic plate

mantle

subduction zone

1 (b) (ii) Choose either plate boundary A or plate boundary B.

Explain why volcanoes form at your chosen plate boundary.

Use Figure 2 and your own knowledge.

[4 marks]

Chosen plate boundary

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Extra space

.....

.....

.....

1 (c) Explain how the damaging effects of earthquakes can be reduced.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

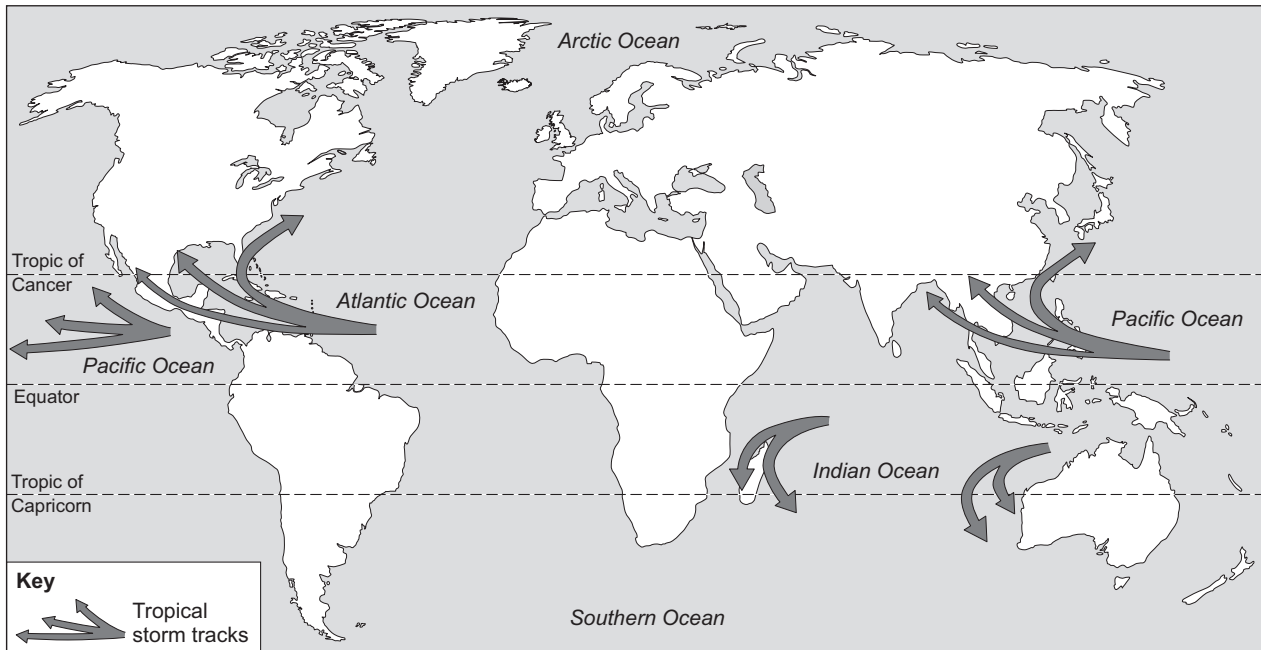
Question 1 continues on the next page

Turn over ►



1 (d) Study Figure 3. Figure 3 shows tropical storm tracks.

Figure 3



1 (d) (i) Describe the distribution of tropical storm tracks.

[2 marks]

.....

.....

.....

.....

1 (d) (ii) Describe the possible effect of climate change on tropical storms.

[3 marks]

.....

.....

.....

.....

.....



1 (e) Describe the primary effects of a tropical storm.

Use an example(s) of a tropical storm that you have studied.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

.....

Question 1 continues on the next page

Turn over ►



1 (f) Study **Figure 4** in the insert. **Figure 4** shows a tropical storm shelter.

Suggest how the tropical storm shelter shown in **Figure 4** reduces the risks to people from tropical storms.

[2 marks]

.....

.....

.....

.....

1 (g) Study **Figure 5** in the insert. **Figure 5** gives information about wildfires in south-east Australia.

Natural factors are the main reason why south-east Australia is affected by wildfires.

Do you agree with this view? Give reasons for your decision.

Use **Figure 5** and your own knowledge.

[8 marks]
[SPaG 3 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



.....

.....

Extra space

.....

.....

.....

.....

.....

Question 1 continues on the next page

Turn over ►



1 (h) Study **Figure 6**. **Figure 6** gives information about wildfires in south-east Australia.

Figure 6

A wildfire has destroyed at least 33 homes in New South Wales, damaged an observatory and forced staff to evacuate. Fires are also burning in Victoria and Tasmania, where a firefighter died tackling a blaze. A wildfire in the Coonabarabran area burned through 40 000 hectares of grassland and woodland, home to many wildlife species. The smoke from the fire extended 14 km into the air. Extra firefighters, along with helicopters from neighbouring areas, have been brought in to tackle the blaze.

Suggest how the damaging effects of wildfires can be reduced.

Use **Figure 6** and your own knowledge.

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

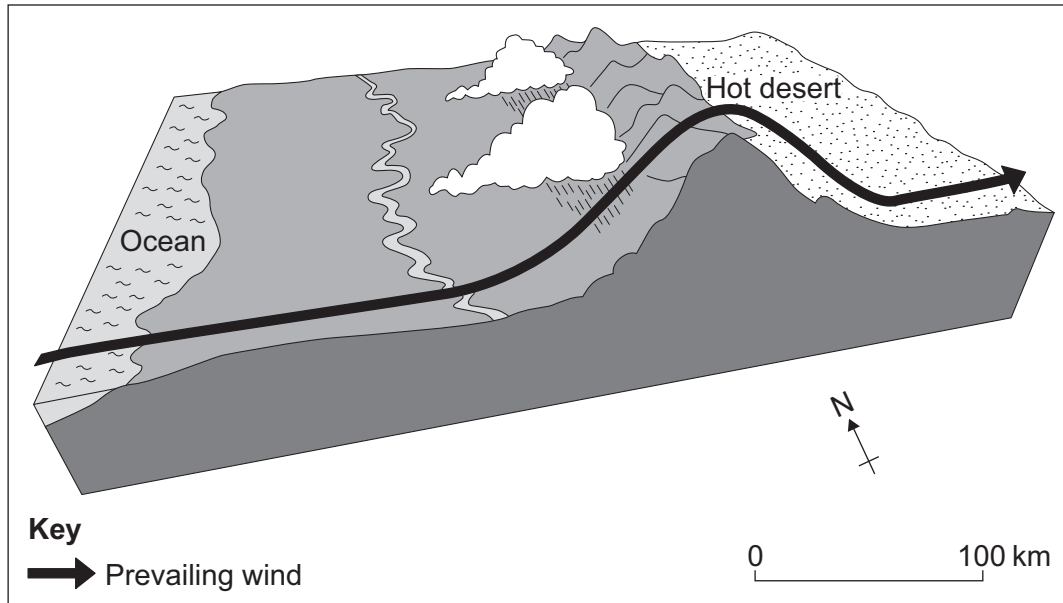
43



Total for this question: 43 marks

The challenge of extreme environments

2 Study the diagram below which shows why an area of hot desert has formed.



2 (a) With the help of the diagram above, describe the formation of a hot desert.

[3 marks]

.....

.....

.....

.....

.....

.....

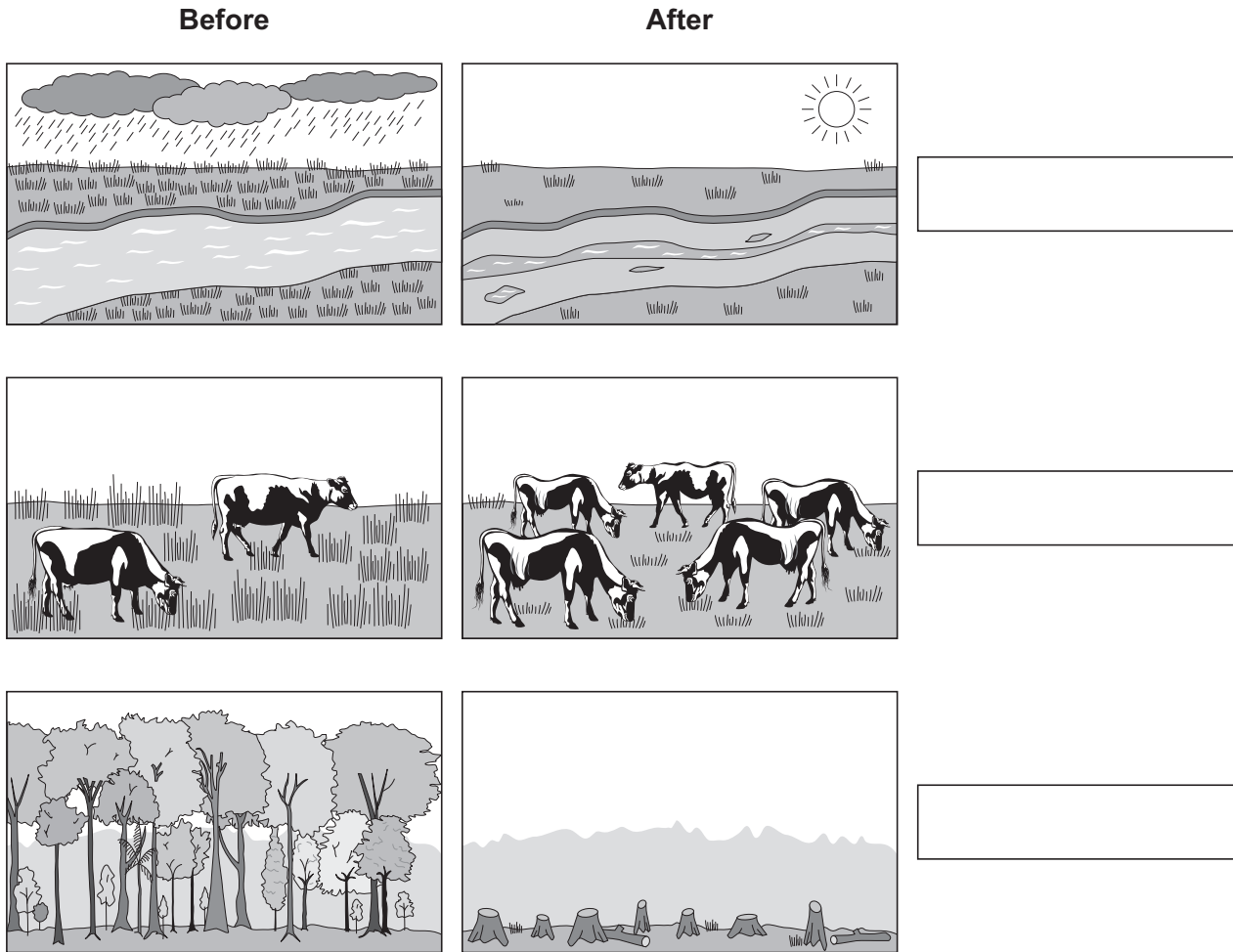
Question 2 continues on the next page

Turn over ►



2 (b) Study Figure 7. Figure 7 shows causes of desertification.

Figure 7



2 (b) (i) Add the following labels to the correct boxes in Figure 7.

[2 marks]

climate change

deforestation

overgrazing

2 (b) (ii) Choose **one** of the causes of desertification shown in Figure 7.

Explain how your chosen cause leads to desertification.

[4 marks]

Chosen cause

.....

.....

.....

.....



.....
.....
.....
.....

Extra space
.....
.....
.....

2 (c) Describe the methods used to reduce desertification.

Use an example(s) that you have studied.

[6 marks]

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

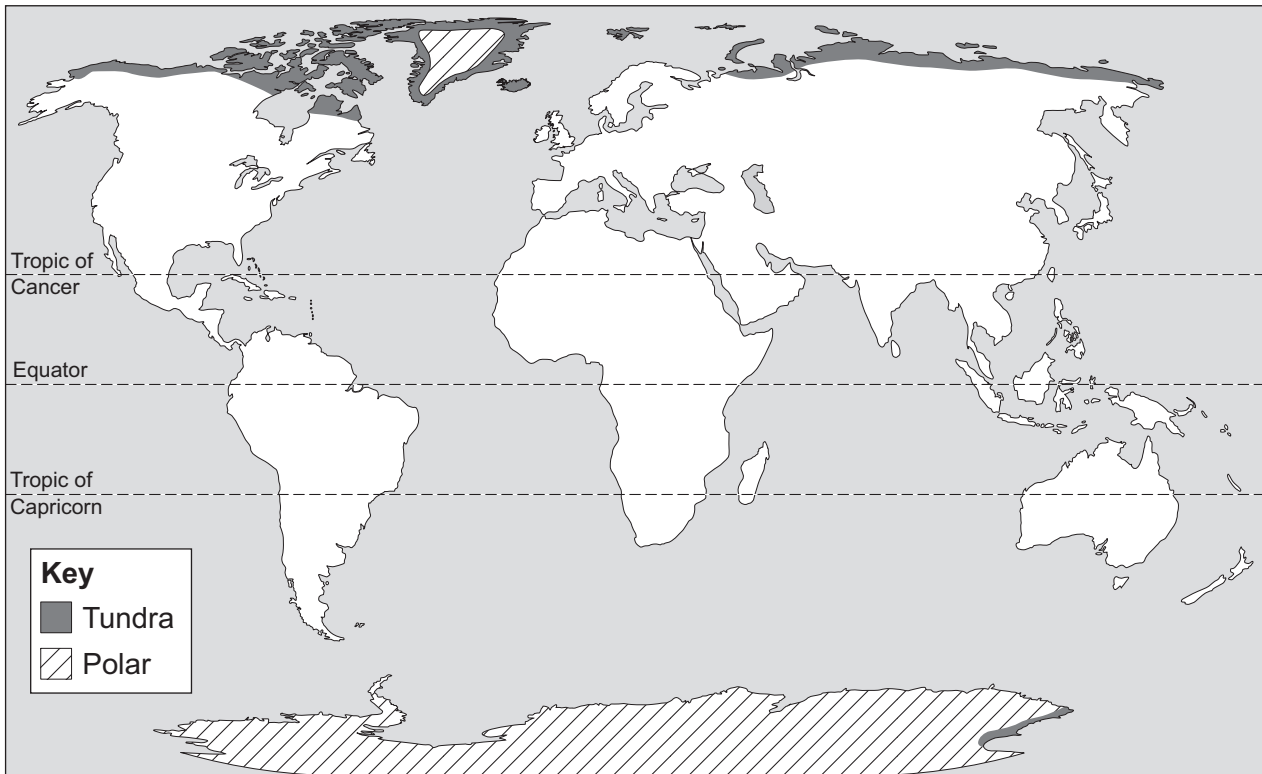
Extra space
.....
.....
.....
.....

Turn over ▶



2 (d) Study Figure 8. Figure 8 shows the distribution of cold environments.

Figure 8



Describe the distribution of cold environments.

[2 marks]

.....

.....

.....

.....

2 (e) Suggest how climate change might affect cold environments.

[6 marks]

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

Question 2 continues on the next page

Turn over ►



2 (f) Study **Figure 9** in the insert. **Figure 9** gives information about the development of Antarctica.

Development in Antarctica would bring more advantages than disadvantages.

Do you agree with this view? Give reasons for your decision.

[8 marks]
[SPaG 3 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

.....



2 (g) (i) Explain why the tropical rainforest environment has high annual rainfall.

[3 marks]

.....

.....

.....

.....

.....

.....

2 (g) (ii) Give **two** causes of deforestation in tropical rainforests.

[2 marks]

1

.....

2

.....

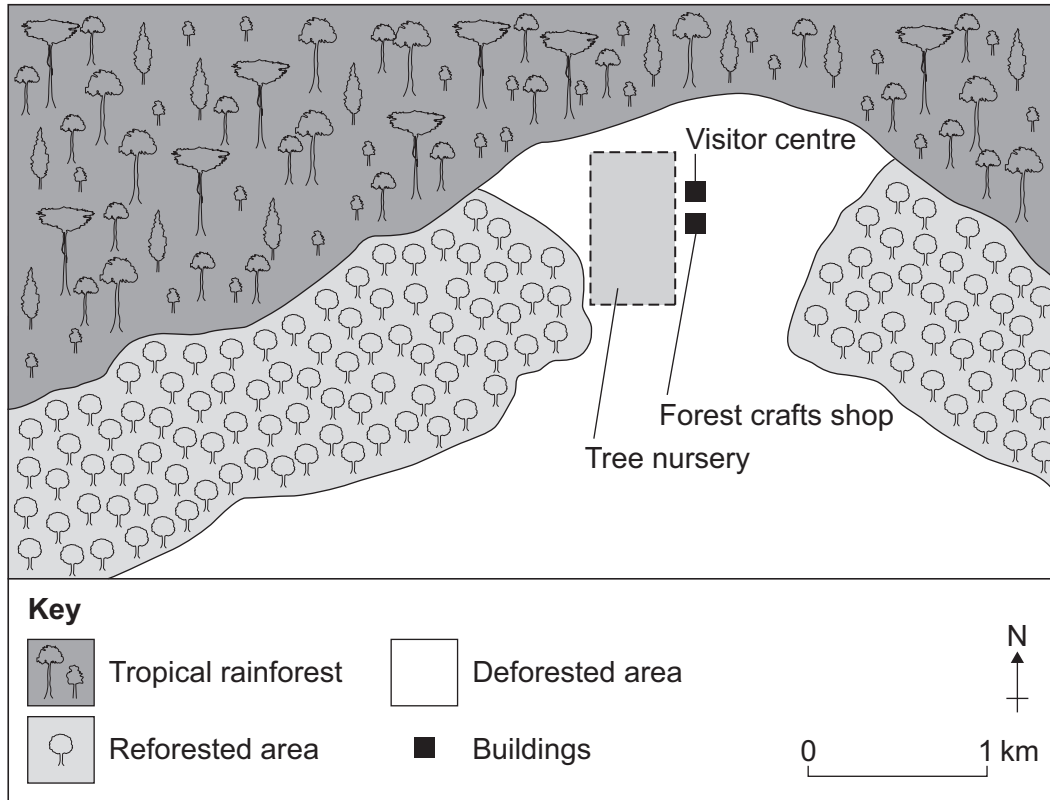
Question 2 continues on the next page

Turn over ►



2 (h) Study Figure 10. Figure 10 shows the features of a management scheme in a tropical rainforest environment.

Figure 10



Suggest how the features shown in Figure 10 can help to protect the tropical rainforest environment.

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....



Section B – Shrinking world

Answer **one** question from Section B, **either** Question 3 **or** Question 4.

Use case studies to support your answers where appropriate.

Total for this question: 43 marks

Investigating the globalisation of industry

- 3** Study **Figure 11**. **Figure 11** shows the countries of origin of some food items sold in United Kingdom (UK) supermarkets.

Figure 11



- 3 (a)** Suggest how **Figure 11** shows that people in the UK are 'global consumers'.

[1 mark]

.....

.....

Question 3 continues on the next page

Turn over ►



3 (b) Why has industry become increasingly globalised?

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....



3 (c) Study **Figure 12**. **Figure 12** shows indicators of development for four countries.

Figure 12

Country	Indicator	
	GNI (US\$)	Life expectancy (years)
Mexico	15 800	77
Nepal	1 390	68
Thailand	8 620	74
UK	36 560	81

Give evidence to show that a 'development gap' exists between the countries shown in **Figure 12**.

[2 marks]

.....

.....

.....

.....

Question 3 continues on the next page

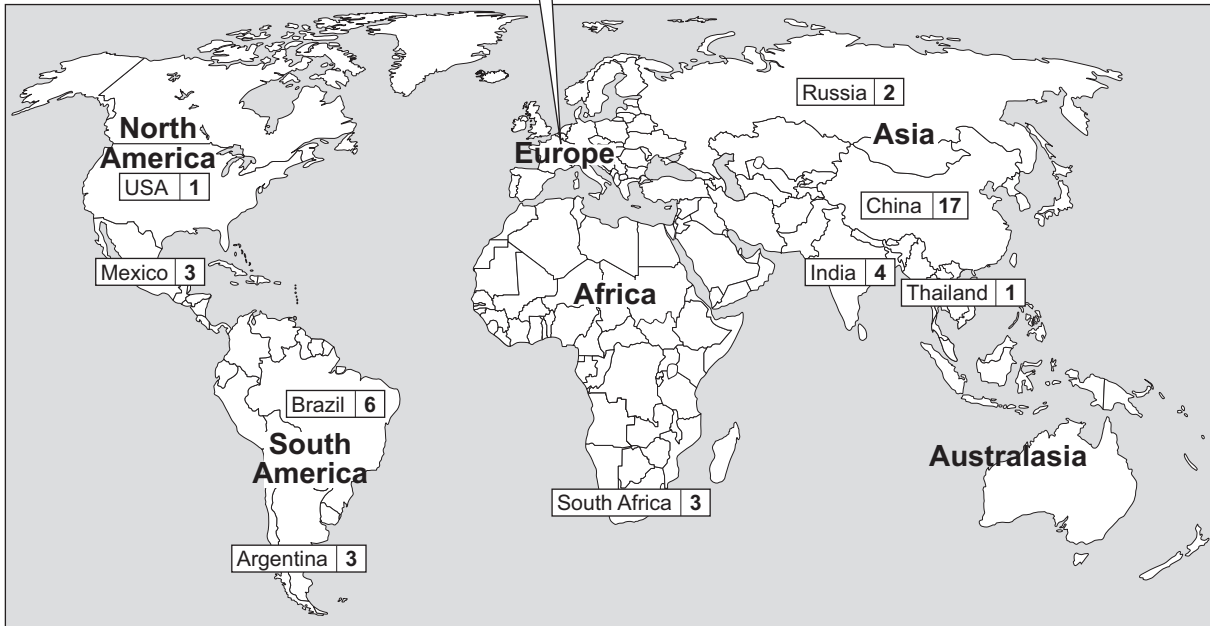
Turn over ►



3 (d) Study **Figure 13**. **Figure 13** shows the location of car factories owned by a Transnational Corporation (TNC).

Figure 13

Austria	1	Germany	28	Slovakia	2
Belgium	1	Holland	2	Spain	4
Bosnia and Herzegovina	1	Hungary	1	Sweden	3
Czech Republic	4	Italy	2	Switzerland	2
Denmark	2	Poland	7	Turkey	1
France	3	Portugal	1	UK	1



Describe the distribution of the car factories shown in **Figure 13**.

[3 marks]

.....

.....

.....

.....

.....

.....



3 (e) Explain how the development of Transnational Corporations can create socio-economic opportunities for a country.

[8 marks]
[SPaG 3 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

.....

Question 3 continues on the next page

Turn over ▶



3 (f) Explain how changing industrial structure in an area can affect people and the environment.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

Question 3 continues on page 26



Question 3 continues on the next page

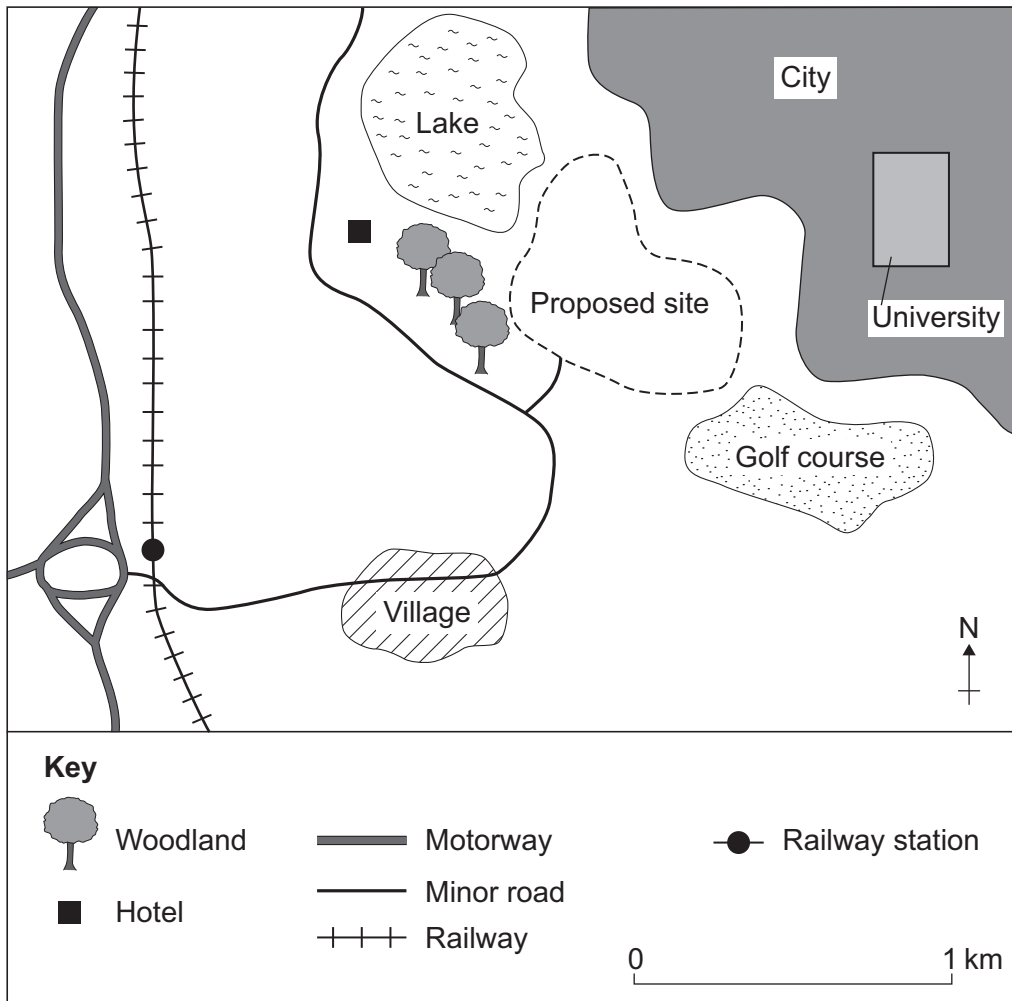
**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



3 (g) Study Figure 14. Figure 14 shows the location of the proposed site for a science and research park in a more developed country.

Figure 14



3 (g) (i) Describe the location of the proposed site for a science and research park.

[3 marks]

.....

.....

.....

.....

.....

.....



3 (g) (ii) Suggest why this may be a good location for a science and research park.

[3 marks]

.....

.....

.....

.....

.....

.....

3 (g) (iii) Suggest why people living in the village shown in **Figure 14** might object to the development of a science and research park site.

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

Question 3 continues on the next page

Turn over ►



3 (h) Study **Figure 15** on the insert. **Figure 15** shows an old polluting factory.

Explain how modern industry can be more environmentally sustainable.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

.....

43



Total for this question: 43 marks

Investigating global tourism

4 Study Figure 16. Figure 16 shows some destinations for tourists from the UK.

Figure 16



4 (a) Suggest how Figure 16 shows that tourism is a 'global industry'.

[1 mark]

.....

.....

4 (b) Why has tourism become more of a 'global industry'?

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

Turn over ►



Extra space

.....

.....

.....

4 (c) Study **Figure 17**. **Figure 17** shows indicators of development for four countries.

Figure 17

Country	Indicator	
	GNI (US\$)	Life expectancy (years)
Mexico	15 800	77
Nepal	1 390	68
Thailand	8 620	74
UK	36 560	81

Give evidence to show that a 'development gap' exists between the countries shown in **Figure 17**.

[2 marks]

.....

.....

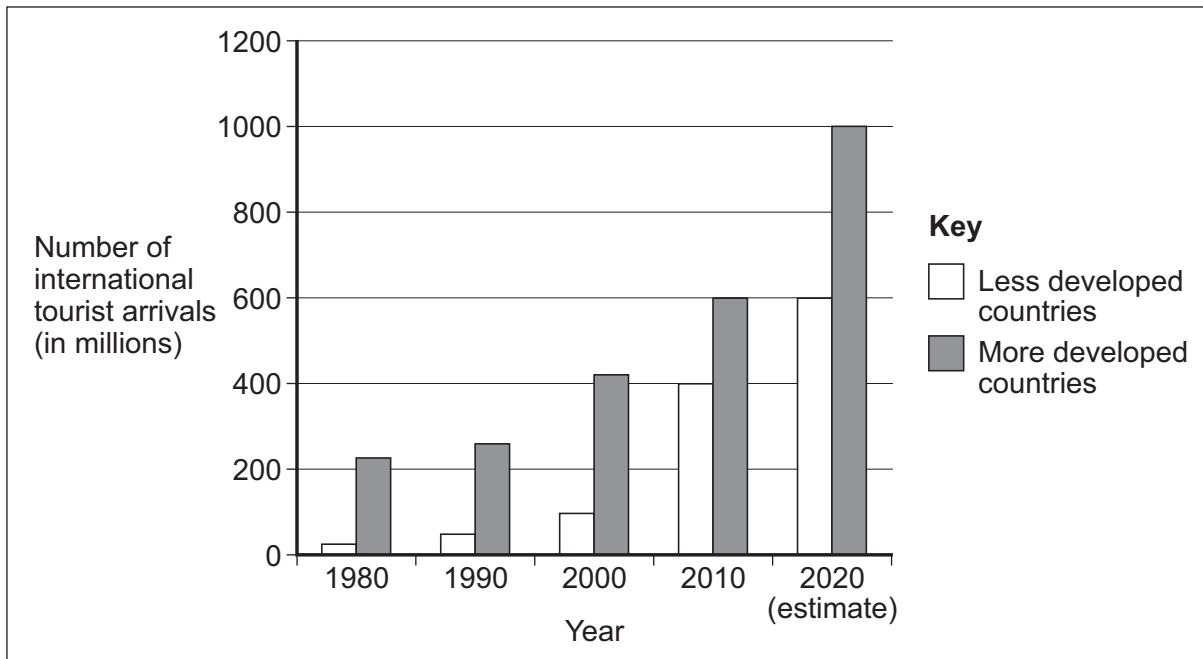
.....

.....



4 (d) Study **Figure 18**. **Figure 18** shows the number of international tourist arrivals in less developed countries and in more developed countries.

Figure 18



Describe the differences in tourist arrivals between less developed countries and more developed countries.

[3 marks]

.....

.....

.....

.....

.....

.....

.....

Question 4 continues on the next page

Turn over ▶



4 (e) Explain how the development of tourism can create socio-economic opportunities for a country.

Use an example(s) you have studied.

[8 marks]
[SPaG 3 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

.....



4 (f) Describe the impacts of the decline in tourism.

Use an example(s) you have studied.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

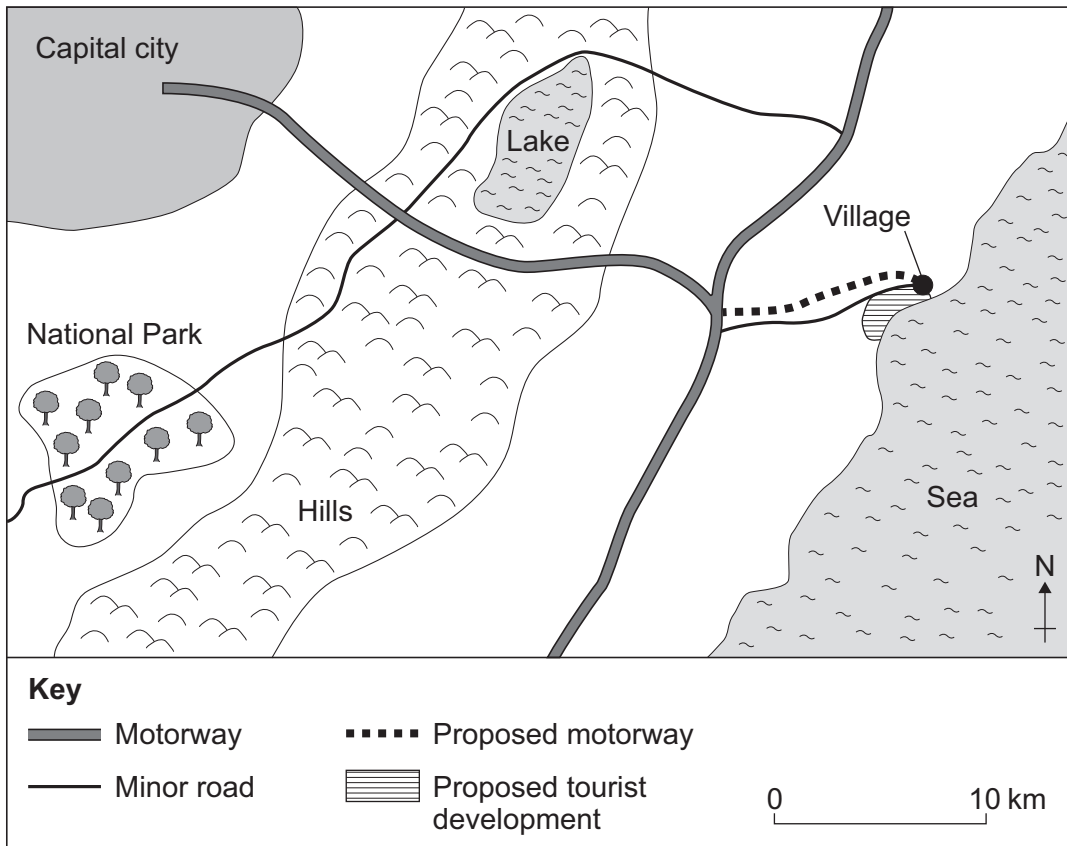
Question 4 continues on the next page

Turn over ►



4 (g) Study Figure 19. Figure 19 shows the location of a proposed site for a tourist development in a more developed country.

Figure 19



4 (g) (i) Describe the location of the proposed site for a tourist development.

[3 marks]

.....

.....

.....

.....

.....

.....



4 (g) (ii) Suggest why this may be a good location for a tourist development.

[3 marks]

.....

.....

.....

.....

.....

.....

4 (g) (iii) Suggest why people living in the village shown in **Figure 19** might object to a tourist development at the proposed site.

[4 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

Question 4 continues on the next page

Turn over ►



4 (h) Study **Figure 20** on the insert. **Figure 20** shows how tourism can put pressure on the environment.

Explain how a tourist destination, such as that shown in **Figure 20**, can be more environmentally sustainable.

[6 marks]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space

.....

.....

.....

.....

.....

43

END OF QUESTIONS

Acknowledgement of copyright-holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Figure 3: SciJinks (www.scijinks.gov)

Figure 13 and 17: Source: The World Bank

Figure 18: © UNWTO 9284400714

Copyright © 2015 AQA and its licensors. All rights reserved.





General Certificate of Secondary Education
Foundation Tier and Higher Tier
June 2015

Geography (Specification B)

90352F & 90352H

Unit 2 Hostile world and Investigating the shrinking world

Insert

A

Figure 4

Question 1(f)

Tropical Storm Shelter



Figure 5**Question 1(g)****Wildfire Information**

In January 2013, many wildfires burned across south-east Australia. The outbreak of wildfires took place at the same time as a heat wave, with average maximum daily temperatures reaching 40.3°C, breaking the previous record of 40.1°C set in 1972. The high temperatures were accompanied by strong winds.

It is predicted that an increase of 1°C in global average temperatures could increase the risk of wildfires in Australia by up to 30%.

Wildfires are often natural, with many wildfires caused by lightning but others are the result of human activity. Some are started deliberately, while others are caused by people being careless with campfires and cigarettes, or agricultural burning getting out of control.

The amount of vegetation on the ground determines how intense the fire is; how fast it spreads depends on the weather. The amount of rain determines if the ground is damp, so a fire will go out, or if the ground is dry enough for the wildfire to grow. Winds above a speed of 16kph feed flames and drive fires more rapidly. Strong winds also cause 'spotting' when new fires are started by burning ashes being blown downwind from the original blaze, sometimes as far as 30km away.

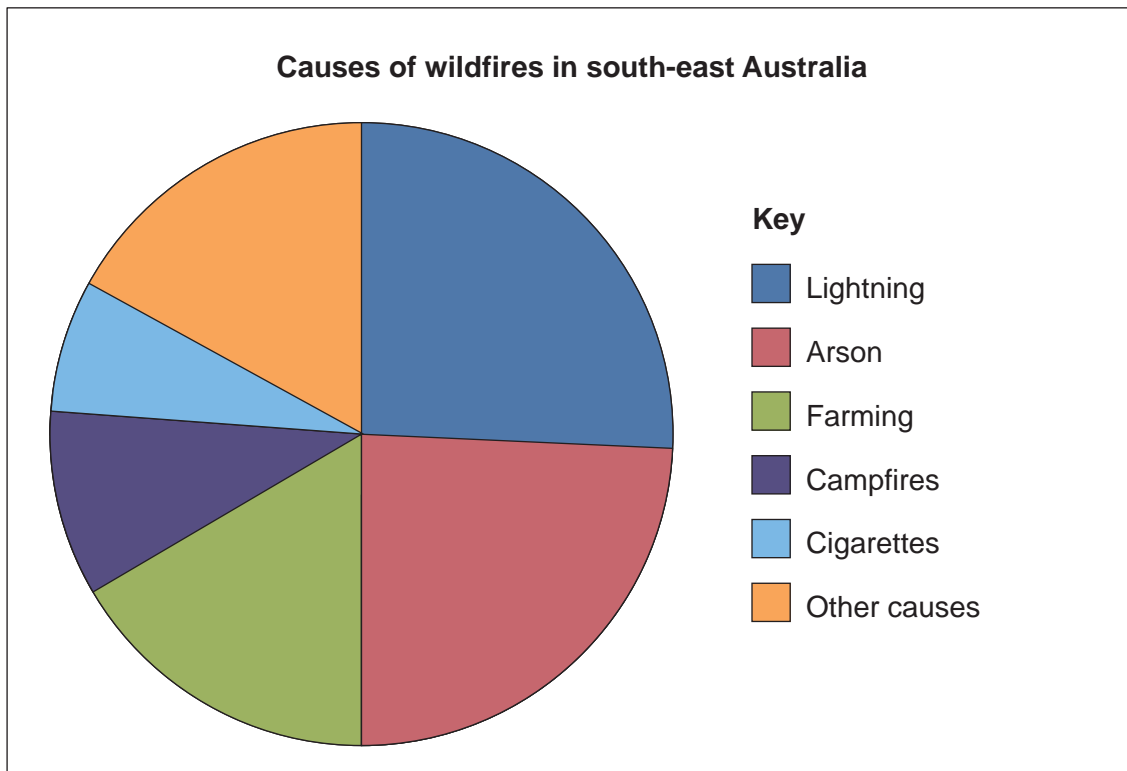
**Turn over ►**

Figure 9**Question 2(f)****Development in Antarctica****Economic activities**

The development of economic activities could threaten the sustainability of Antarctica. Development has the potential to damage, change or destroy Antarctica and its surrounding oceans if not carefully managed.

Tourism

The vast majority of the Antarctic continent and outlying islands have not been visited by tourists but there may be pressure on commercial operators to find new sites. In 1994, the Antarctic Treaty countries made recommendations on tourism. This 'Guidance for Visitors to the Antarctic' intended to help visitors become aware of their responsibilities when it comes to the protection of Antarctic wildlife and protected areas, the respect for scientific research and impact on the environment.

Mining

Reserves of oil, coal and iron ore as well as precious minerals such as gold and silver could be exploited. As energy supplies and mineral reserves are used up around the world, there could be pressure to lift the current mining ban.

Bioprospecting

The extreme environment means that plants and animals have to evolve unique characteristics to be able to survive and these could be used in commercial products. Anti-freeze proteins found in some Antarctic fish, which stop them freezing, could be used to improve fish farm production in cold climates and extend the shelf-life of frozen food.

Fishing

Despite conservation measures such as fish quotas, illegal, unregulated and unreported fishing continues which threatens the conservation efforts and makes Antarctic fishing unsustainable.



Figure 15

Foundation – 3(i)

Higher – 3(h)

Sugar Cane Factory



Figure 20
Foundation – 4(i)
Higher – 4(h)
Popular Tourist Destination



There is no resource material printed on this page

There is no resource material printed on this page

Acknowledgement of copyright-holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Figure 4: © Neil Cooper/Alamy
Figure 9: © Getty Images
Figure 15: © Getty Images
Figure 20: © Getty Images

Copyright © 2015 AQA and its licensors. All rights reserved.

G/Jun15/90352F&H